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ABSTRACT

This guide discusses the need for and ways of implementing human and civil rights education in the teacher education program and in the public schools. One section analyzes specific rights, such as equality of opportunity, free speech, and freedom of assembly, and lists some typical behaviors of institutions--both colleges and public schools--which exemplify a commitment to rights or which appear to be a violation of them. Another short section lists democratic educational processes, such as discussion and cooperative planning, and points suggestions for incorporating human and civil rights education into the teacher education program--both preservice and inservice. Suggestions for the preservice program include discussion of content, activities, timing, and ways of incorporating this content into existing education courses. The section on inservice education includes a sample schedule for a 2-day conference and a sample list of objectives and activities for a 1-week workshop. (RT)

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A GUIDE FOR IMPROVING TEACHER EDUCATION IN HUMAN RIGHTS

Phi Delta Kappa Teacher Education
Project on Human Rights

University of Oklahoma: Project Co-Sponsor
College of Education
Southwest Center for
Human Relations Studies

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INTRODUCTION

For many years Phi Delta Kappa has had an active National Commission on Education and Human Rights. This commission, after involving Phi Delta Kappa chapters all over the nation, prepared a basic statement on Human Rights and Responsibilities in Education, later published in the April, 1968 Phi Delta Kappan. A proposal was then developed and funded in the summer of 1970 by the Education Professions Development Act for improving teacher education programs and practices in the area of human rights. This project in its final form was co-sponsored by the National Conference of Christians and Jews and the Human Relations Center of the National Education Association. The Project is located at the University of Oklahoma, Norman, Oklahoma.

A major purpose of the Project was to prepare a Guide which teacher education institutions and public schools might use in developing promising programs and practices in Human Rights for prospective and in-service professional educators. A second purpose was to involve nine teacher education institutions over the nation in efforts to prepare and implement the Guide.

This "Guide for Improving Teacher Education in Human Rights" should be regarded as a first edition subject to probable early modification. In its present form it would prove helpful to the faculty and administration of any teacher education institution or school system interested in improving pre-service or in-service programs and other institutional practices in the area of human rights or human relations. A potentially contributive section of the Guide, if used with discrimination, is Section II, which can involve educators in the identification and subsequent dialogue relating to individual or institutional practices and behaviors representing violations or commitments to basic human rights and values.

As institutions involved in the Project develop additional programs, activities or practices designed to advance the human rights concern in the future, their ideas and practices will be fed back into the project. These will then perhaps appear as supplementary materials to be made available to participating and other teacher education institutions, school systems or organizations interested in this important problem area. They also may appear as a part of this Guide in a later edition.

The present National Policy Committee for the Teacher Education Project on Human Rights is comprised of representatives of that organization, the National Conference of Christians and Jews and the Teacher Rights Division of the National Education Association. The Committee along with the institutional representatives of the participating colleges and universities, made substantial contributions incorporated in the Guide. The Project Staff consisting of Ira Eyster, the Director, the chairman of the National Policy Committee; the Special Consultant, John Pulliam; and Special Writer, Gertrude Noar; played a major role in the production of the Guide. Special thanks must go to Gertrude Noar, nationally known human rights and human relations expert, for much of the writing in the Guide.

It is rare indeed for three national educational organizations to collaborate on a project designed to influence any area of major concern in public and higher education. That this was accomplished in this Project, funded by the Education Professions Development Act, is a tribute to the critical nature of the human rights problems in society and in American education.

The Project is funded through the 1971-72 school year and any teacher education institution in the nation interested in the purposes of the Project is invited to write the Director of the Project regarding copies of the Guide or other materials available through the Project. Inquiries

will be welcome concerning how a teacher education institution can become involved in the Project during the 1971-72 school year.

Glenn R. Snider, Chairman
National Policy Committee
For Phi Delta Kappa Teacher
Education Project on Human
Rights

June 1, 1971

ACKNOWLEDGMENTS

It is impossible to acknowledge all persons who have given their assistance to development of this Guide. Special recognition is given to the Special Writer, Gertrude Noar, National Consultant in Education and Human Relations and to Dr. John Pulliam, Special Consultant to the Project for their guidance, suggestions and written contributions.

Dr. Charles Foster, Professor Emeritus, Florida University and Don Robinson, Acting Editor, Phi Delta Kappan, provided invaluable service in the editing of the material.

Dr. Donald Hall, Director of the Southwest Center for Human Relations Studies and Dr. Joe Garrison, Director of Consultative Center for Equal Educational Opportunity and staff, University of Oklahoma, provided many imputs of a valuable nature in the preparation of the Guide and in the support of activities with the consortium of Oklahoma colleges and universities.

A function crucial to the development of the Guide was the involvement of the participating institutions under the leadership of the institutional representatives. This involvement provided feedback of a most practical nature as the Guide evolved. The members of the National Committee and their supporting agencies provided immeasureable assistance in formulating policy and rendering direction for the entire project.

Appreciation is also due Mrs. Jean-ann Cramer, Mrs. Marilyn Crenshaw and Miss Leona Barnett who typed the drafts and final report.

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PART I

FOUNDATIONS FOR A HUMAN RIGHTS PROGRAM IN EDUCATION

Section 1 — Education and Human Rights
A Statement of the Phi Delta Kappa Commission on Education and Human Rights

Section 2 — Human Rights, Civil Rights and Civil Liberties

Section 3 — Education and Human Rights: A Conceptual Framework

Section 4 — Like It Is: Rights and Issues On The American Scene

SECTION 1

EDUCATION AND HUMAN RIGHTS

A STATEMENT OF THE PHI DELTA KAPPA COMMISSION ON EDUCATION AND HUMAN RIGHTS

INTRODUCTION

The concept of human rights is as old as man and goes to the very core of relationships among men. It is a dynamic force rooted in basic moral and ethical values.

If human potentialities are to be realized, society must be concerned not only with theoretical and philosophical concepts of human rights, but equally with translating these concepts into realities expressed in the behavior of free man. It is imperative that human beings live together in ways which accord each person, irrespective of biological and cultural differences, full dignity, respect and value, simply because he or she is human. This objective cannot be achieved unless each human being has the opportunity, through education, to develop his abilities and talents.

A commitment to human rights requires that no person be denied opportunity to engage in any kind of activity which is valued and rewarded by his society. While national origin, racial identity, religious preference, economic status and other factors which differentiate human beings must be accepted as realities, none of these conditions should add or detract from the worth of an individual as he is perceived by other human beings. Education's goals must include reducing the more mischievous differences and bolstering the concept of equal worth.

Some of the most disturbing and far-reaching problems of our society center in the area of human relationships and responsible citizenship. They will be resolved only as the capacity of individuals to deal with them is improved. This capacity is likely

to be improved in a democratic society only as more people understand and become committed to the values and human rights delineated in the basic documents which constitute the legal foundation for organized government.

The purpose of this statement is to define human rights and identify the values which support them, describe the role of education in achieving basic human rights, and illustrate school policies consistent with that role.

VALUES

The values a people hold are beliefs giving direction and meaning to their behavior. Among the beliefs basic to realization of the rights of free men in our society are: that each individual is equal in dignity and worth to every other individual; that freedom must be granted to pursue individual goals which do not infringe upon the rights of others; that the application of reason is the best means of resolving man's problems; that institutions are established by men and should contribute to the welfare of the individual and society; that the concepts of truth and moral responsibility are crucial and fundamental.

HUMAN RIGHTS

The human rights most prized by our society grew out of struggles celebrated in the history of Western civilization. Man's unending search for human rights produced the tenets of Judaism and Christianity; the principles of Graeco-Roman philosophy and law; the Magna Carta; the Petition of Right; the Declaration of Independence; the Constitution of the United States; The Declaration of the Rights of Man; the Universal Declaration of Human Rights of the United Nations; and a long list of other declarations, documents, proclamations, legislative enactments, and judicial decisions, the proud product of democracy.

Among the rights these landmark statements seek to secure are life; liberty; security of person; equality of opportunity for every individual in every facet of life; freedom of speech; freedom of press; freedom of (or from) religious belief; the right of due process; freedom of assembly, petition, and redress of grievances; protection against unreasonable search and seizure; freedom from self-incrimination; the right to trial by a jury of peers; the right to privacy; the right to fair and equal representation in government; the right to own property and enter into contracts; the right to select leaders through the exercise of the franchise; and the right to dissent.

EDUCATION

Formal education is a powerful and effective means by which our society can realize the promise of our human rights heritage. It is important that educational programs emphasize not only the rights but the responsibilities inherent in each of them. A major challenge for education at all levels is to teach and practice these rights and responsibilities faithfully and well in every classroom.

It is impossible to teach and practice democratic values and human rights and responsibilities in a school in which the worth of the individual is not prized; consequently, every person engaged in the formal education process, including members of governing boards, should in his behavior exemplify commitment to these human rights and responsibilities and the values which support them. It is, of course, extremely difficult to achieve the goals identified here in a school which is racially segregated, whether the segregation results from consciously adopted policy or from historical forces more difficult to reverse.

BEHAVIOR

A democratic society is attaining its goals when the thoughts, attitudes, and overt behaviors of the people exemplify the values and human rights and responsibilities identified.

Illustrative of behaviors which demonstrate a commitment to some basic human rights are the following examples:

1. Freedom of Speech--All persons have the basic right to express opinions and ideas on any subject or issue. All students should have access to truth in relevant published materials and must be free to discuss controversial issues, with responsible direction, in the classroom or on the school campus.

2. Due process of law--All persons are presumed innocent until proven guilty. Students suspected of violating schools' rules or regulations should be presumed innocent until guilt is established; no situation or condition, however, relieves the individual student from the necessity of exercising good judgment and responsibility.

3. The right to privacy--Every individual has the right to privacy of person and action, as he develops his personality and tastes, so long as he does not infringe upon the rights of others. The school should not impose undue restrictions on patterns of dress and personal grooming on the mere assumption that they unfavorably influence the learning situation.

4. The right of dissent--All persons should have the right to take a responsible point of view on any issue without fear of recrimination or reprisal. A student should be able to take issue with the teacher's views on a given issue without being labeled a "troublemaker" or suffering a lowering of his grades, just as a teacher should be able to take issue with administrators, at proper times and places, without penality.

5. The right to equal opportunity--No person shall be denied equal opportunity for education. Schools should not require students to take courses or educational experiences at inappropriate levels of interest, ability, and comprehension, nor should the school establish arbitrary and capricious restrictions on students as a condition for participation in programs of the school.

The values and the human rights identified in this statement apply to society as a whole. Because education is a major vehicle for the achievement of these rights, the school should make them central to its philosophy and practice.

THE HUMAN RIGHTS CREED IN EDUCATION

Preamble

As an educator in a democratic society, concerned with the human rights of people everywhere, I will exemplify in my behavior a commitment to these rights. Educators and the educative process must have a more significant impact in ensuring these rights for all people. Thus, I will translate my belief in basic human rights into daily practice. I believe in the right and its concomitant responsibility...

1. To Equal Opportunity for All in:
   education
   housing
   employment
   the exercise of the franchise and
   representation in government
2. Of Due Process and Equal Protection Under the Law
3. Of Freedom of Speech and of the Press
4. To Dissent
5. To Freedom of or From Religion
6. To Privacy
7. To be Different
8. Of Freedom from Self-Incrimination
9. To a Trial by a Jury of Actual Peers
10. To Security of Person and Property
11. To Petition and Redress of Grievances
12. To Freedom of Assembly

Developed by
Phi Delta Kappa
Commission on Education and Human Rights

SECTION 2

HUMAN RIGHTS, CIVIL RIGHTS AND CIVIL LIBERTIES

The concept of human rights is based on the belief that human beings live together in ways which accord each person full dignity, respect and value, simply because he is human. It requires that no person be denied opportunity to engage in any kind of activity or behavior value by his society. Civil liberties are those personal and social freedoms derived from one's civil relationships which are guaranteed by law against restraint unless made for the common good and public interest. Civil liberties become civil rights when they are claimed and enforced through judicial or administrative action. The human rights which are the major concern in this guide are for the most part both civil liberties and civil rights. Some generally recognized human rights, however, have not yet become civil rights such as the right to learn, the right to work and the right to an adequate standard of living.

Human rights and civil rights will not be preserved unless we know as citizens what we should preserve and why. Making a democracy function will never be an easy job. The task can not be done unless there is common acceptance of a shared responsibility for individual liberty, and this concern is most important in time of local or national crisis. This means in the words of Supreme Court Justice Brennan that, "If we don't recognize that civil rights and liberties are available in the hard cases, then we have no assurance that these rights will be available in the easy case."

In the broad sense, human rights, since 1948, may be viewed as international in nature and scope due to the adoption of the Universal Declaration of Human Rights by the United Nations, but they become civil rights only as each individual nation establishes in law the legislative, administrative, and judicial safeguards for their exercise by citizens of that nation.

SECTION 3

EDUCATION AND HUMAN RIGHTS: A CONCEPTUAL FRAMEWORK

The United States is by no means a perfect democracy but it is more democratic than most of the nations of the modern world. If some substantial degree of democracy is to persist--if a higher level of civilization is to be attained--students and teachers must be concerned with the fundamental values upon which a democratic society is built. These values imply human rights and human responsibilities. Yet the schools, which are the training grounds for future citizens, often violate the most basic human rights.

Historically, this nation has been committed to the abstract ideals of democracy as stated by John Locke and willing to defend unalienable rights like life, liberty and the pursuit of happiness. However, a high regard for the concept of democracy in general by no means offers a solution to conflict over specific rights or interpretations of democracy. Unfortunately, there are as many meanings as there are contexts and adherents. Plainly the John Birch society and the Students for a Democratic Society do not agree upon what constitutes a good life, the good citizen, the good society, the meaning of democracy or the proper interpretations of human rights.

Nevertheless, a core of common beliefs about democracy does exist among most Americans, and this core is fundamental to any consideration of rights. It is absurd to discuss political, civil or human rights outside a context in which such rights exist and are respected. Totalitarian societies make a mockery of such fundamental values as the dignity and worth of the individual.

The meaning of democracy is vital to education for at least two reasons. The people are the final authorities in educational matters, especially in regard to goals. Education must prepare the next generation for full participation in the democratic process.

Educational leaders have long assumed that a democratic society founded upon a republican constitution constitutes necessary and sufficient authority for the school system. Public schools are supposed to carry out the wishes of the public, that is, of all the people, and, therefore, the need for clarity concerning democratic values can hardly be overstated. Not only must educational philosophy be grounded in the democratic creed but also the methods and the curriculum used must be consistent with democratic ideals. The process of democracy is not learned in an authoritarian classroom, nor does respect for human rights flourish in an atomsphere where basic human rights are violated.

Education is the process by which children acquire the attitudes, motives, beliefs, skills and methods of thinking which are sanctioned by adult society. In a democracy this process must be characterized by deep concern for the values and human rights previously identified. Schools are the major institutions involved in the transfer of the more refined aspects of the culture from one generation to the next. If the democratic tradition embodies the deepest intellectual and moral commitments of the American people as Gunnar Myrdal says it does in <u>An American Dilemma</u>, then that tradition must be a basic component of education. Schools must define democratic ideals, they must provide leadership for the development of individual commitment to the rights and duties of the democratic citizen, they must teach <u>about</u> democracy without indoctrination.

It may be argued that many basic human rights are subject to as many interpretations as democracy itself. It may also be claimed that rights like freedom and equality are not compatible but actually conflict with one another. While these arguments have merit, the clarification and understanding of rights is still possible. Conflict between rights and interpretation of rights may be resolved by reference to a higher order of valuation by establishing priorities. This is Myrdal's position when he describes the American creed as that body of cherished values most central to a democratic people.

Myrdal believes that very few Americans challenge the creed or take issue with the principles of democracy. The problem is that many citizens hold conflicting values at the same time or operate on a set of beliefs which are incompatible with these principles. Thus, a man

may profess to believe in equality while engaging in an effort to prevent school integration or attempting to keep a black family from moving into his neighborhood. A major educational task, therefore, is illustrating the need for logical consistency in the value system by which we live. When values conflict, it is necessary to resolve the issue by choosing the value which is higher. Moral and political values represent the deepest and most sophisticated beliefs of the American people. Therefore, it is vital that educators be clear about the meaning of these values and the human rights which stem from them.

In the modern world, John Dewey has been an outstanding spokesman for democracy, understood as the clear consciousness of community in which individualism is balanced against genuine social concerns. Dewey insisted that democratic ideals like liberty, equality and fraternity are meaningless abstractions when they are isolated from community life. Equality and liberty are rights which are understood properly only when they are used as working rules for making everyday concrete decisions resulting in action. Democracy then descends from the utopian ivory tower and becomes a life style in which argument, persuasion, reason and scientific investigation result in consensus. It becomes a way of life in which no right is demanded without understanding the responsibilities it implies. Every right is considered in relationship to other rights, and no act which violates rights goes unchallenged.

A major dilemma for democracies arises from the effort to safeguard the rights of individuals and the need to take strong measures to counter social dangers. Loyal opposition to the government is not only tolerated but is regarded as a patriotic duty, for democracy will die unless government is constantly subjected to the scrutiny of the public and constantly challenged by those who think they have better plans for action than those in operation. But dissent which goes beyond the pale of legality to the extreme of violent revolutionary action poses a supreme test. Just how far may a government go in protecting itself and its people without destroying its own foundation? To work diligently for the election of an opponent to an incumbent president is an activity which must be protected but to shoot a president with whom one disagrees cannot be condoned.

In recent years, the connection between civil rights and efforts to keep order has been strained. Assassination, hijacking, kidnapping, and bombing obviously cannot go unchecked. Such activities violate every principle of democracy and human rights as well. But extending to law officers the privilege of entering private homes without knocking or sending the National Guard against unarmed students comes very close to this violation. Both the anarchy of the mob and the police-state are fatal to human rights and to democracy.

It is not sufficient to offer the student information in order to make him an intelligent adult citizen. Education for citizenship must grow out of actual participation in the democratic processes. There is little hope that human rights can survive where they are merely a part of the curriculum but not a part of the educational process and practices to which students and faculty are subject.

It is easy enough to describe instances in which individuals and institutions show a flagrant disregard for constitutionally protected rights and liberties. A more difficult problem arises when an attempt is made to define the limits of any right or to list all of the rights which a person might enjoy. Many individual rights like the liberty to express political views to our friends may be subsumed under more general categories like freedom of speech but it is possible to justify a very long list of rights. It, therefore, becomes necessary to select rights according to their priority or value in relationship to other rights. The Phi Delta Kappa statement on human rights makes a defensible effort to identify those rights which are fundamental to teaching and learning and behavior in this democractic society.

SECTION 4

LIKE IT IS: RIGHTS AND ISSUES ON THE AMERICAN SCENE

Suddenly the air was in tumult with sound. Fire sirens screamed. Ambulance bells clanged. Police car signals whined. All were converging on the scene where "street theatre" had begun. Was it a college campus, a high school mall or auditorium, a business district blocked with the machines of building construction? What difference, the plot was the same: "We protest! We want our rights! We'll bust your heads if you don't go with us!"

Who started it anyway? What happened to the basic values we profess---the dignity of the individual? Was it a parade of dark skinned people--peaceful, determined, or the white people on the side lines--faces distorted with hate? Who picked up stones to send home their obscene and profane free speech? Was it students demanding the right to decide for themselves what to learn: black or white studies? Or angry "Hard Hats" shouting, "We made it in this great and glorious country, and don't you college hippies try to take it away!" What happened to the basic American value--the right of human individual to dignity and respect and safety?

What difference does it make who started it if the demands were all the same--"We want our right!"? And all the while, a quiet, reserved group of college professors, some in the know, others not, come together to intellectualize about values, about human relations, about how to get the study of human-civil rights into the preparation of college students for teaching the future citizens of America. Teaching what? "Americanism!" "Patriotism!", "The American Way!" The answer from the back row in the classroom is "Don't give us any of that garbage."

Then the scene changes as the media tunes the public into the theatre of the courtroom where justice has become a travesty, where freedom of speech means, "You

shut up while I speak"--Speak what?--name calling, obscenities, profanity; where there is no dignity of person for anyone--not the judge, the jury, nor the defendants.

And all the while, that quiet group of professors, responsible for teacher education sit deliberating, asking, "What's the difference between human rights and human relations?" and finally ending their intellectual discussions with, "Well, what we need is a step by step guide. Tell us what to do on our campuses to get our people committed to human rights as an essential part of the preparation of teachers. Tell us what teachers need to know and how we and they should act, for, after all, students want their teachers to be and do, not just to say, we believe in a government and way of life based upon the dignity of the individual and his right to life, liberty, and the pursuit of happiness."

People in the public schools and colleges seem to be confused regarding the exercise and denial of personal human rights as well as civil rights. Controversies rise to the level of disruption when students organize protest meetings and demonstrations, or exercise their right to peaceably assemble and dissent. Students and teachers, claiming violation of their rights to due process, are more frequently taking their cases into the courts when they are disciplined for hair styles, length of skirts, bizzare variations of costumes, lack of cleanliness or censorship of their publications for profanity, obscenity or sex stories. The right to privacy is being questioned by students who find their lockers, desks and rooms being searched and, in secondary schools, when their notes to classmates are intercepted and confiscated.

Particularly at the college level, violence occurs when professors are denied academic freedom--especially to teach what they see as a political or social or religious truth. When processes are not present which permit deep involvement of both faculty and students in the important matters on which decisions are made, discord arises. Students and professors together are

also demanding the right to participate in making decisions regarding who should teach and what should be taught. From graduate schools to junior high schools, students want to decide for themselves when to come and go without undue time restrictions, compulsory class attendance, or required enrollment in specific courses.

The nation seethes with controversy and conflict over issues concerning the meaning and teaching and practice of human-civil rights. Committed individuals, organized groups (both small and large) and agencies (both private and governmental) are devoting their time, effort and money to activities aimed at defining positions from which they will not depart. The news media, the college classroom, the family living room, the city streets and the suburban highways are filled with talk and action, mostly about rights which immediately affect individual daily life.

The right to speak and be heard is being both exercised and denied in small and large campus rallies, in T.V. Panel discussions, in secondary school classrooms, around the family dining room table, and in the nation's court rooms.

Discussion of the right to equal opportunity for self-realization and social mobility, long exercised by the middle-classes--white and black--and often denied the lower classes, moves from controversy to conflict to violence when those who have been denied claim their right to equality of education.

Basic human rights often seem to be preserved for some and denied to others by college admissions deans and scholarship committees. They are granted to some and refused to others by public school counselors and teachers who sort and classify pupils on the basis of criteria acknowledged to be unfair and less than valid, and who permit or refuse students access to relevant preparatory courses and complete information about employment opportunities.

One human right rarely included in all this discussion but very basic to education at all levels is the right to know the truth. It is involved in student demands for their own free press, for black studies, revision of American history textbooks, and elimination of content no longer relevant to their lives. In the broader society, public indignation is growing over the denial of the citizens' right to the truth about the war, about inflation, about pollution, about advertised products.

Concern is growing over what seemed to be an open attempt to create a movement to abridge the freedom of the press. Yet, only ten years ago, surveys of students and teachers led to the conclusion that such abridgment was "by no means abhorrent to many, if not most, of our young citizens." (Remmers and Franklin, Phi Delta Kappan, October, 1962, "Sweet Land of Liberty.") Censorship continues to be subject to debate although more than half those polled would permit it in some form.

Evidence suggests that student beliefs in democratic values are not increased by such courses as civics and government. There is also evidence that prospective and experienced teachers may not be wholly committed to teach and to support human-civil rights. Backlash caused by the violence accompanying protest demonstrations seems to have increased already existing trends toward reliance on authoritarianism in both politically far right and far left groups. Substantial numbers of college and secondary school teachers and students seem to be willing to restrict civil rights and to not agree with the freedoms guaranteed by the Bill of Rights. Yet these people often believe themselves to be the "best" Americans.

Teaching-learning experiences through which prospective teachers, college students in general, and public school pupils are informed about human-civil rights and skilled in the democratic processes designed to implement those rights, need to be planned by professors and teachers of all related disciplines. The

traditional way of high school and college life which consisted of lectures-note-taking-book study-memorization-testing (to get and give marks) will have to be supplemented or replaced by teaching procedures in which administrators, professors, supervisors and public shcool teachers demonstrate their own commitment to American democratic political and moral values.

At all levels, students need to be engaged in learning experiences which will enable them to see the cruelty with which some who have access to adequate and suitable housing deny that right to others and the full dimensions of this issue with respect to housing projects, suburban realtors, absentee landlords and restricted communities.

It took a tremendous Washington out-pouring of people including large numbers of professors and college students to secure for the nation the 1964 Civil Rights Act, which told the non-white peoples of the nation about their rights. But as yet, male and female, Blacks, Chicanos and Indians are denied equal access to gainful employment and advancement therein, because of pressures from vested interest groups, organizations and prejudiced individuals.

Infrequently have college students, many of whom come from the middle and upper classes of the nation, really heard the often silent pleas of mothers on social welfare who are being denied their own, and their children's, right to be looked upon as people of dignity and worth, who are denied their right to be consulted, to have some part in making the decisions which deeply affect their lives.

Education for democracy should provide students with a framework for getting at the truth, a strategy for dealing with controversial issues, a plan for attacking problems, the habit of rational thinking, skill in the process of value inquiry, and the ability to participate effictively in democratic group processes.

In this report, the project staff attempts to present some realistic approaches to the task of making teacher education more meaningful in the field of human rights. The suggestions include an attempt to define some basic human rights and practices which indicate institutional commitment to the rights and programs and projects intended to bring about the desired result.

To the extent that they are successful, teachers will then, in turn, be better able to provide their students with the knowledge, skills, and attitudes they will need to be good citizens in a democratic society.

It is obvious that this enterprise will, by its very nature, involve undergraduate and graduate levels, and all of the disciplines and experiences commonly found in good teacher education programs. It touches all aspects of the curriculum, and, as well, all of the laboratory and field experiences involved.

The questions may be, "How shall we begin?" Or it may be, "How can we make what we are already doing more effective?" The following pages hold some answers.

PART II

INSTITUTIONAL AND TEACHER BEHAVIORS IN HUMAN RIGHTS

Section 1 — A Rationale for Analyzing Human-Civil Rights

Section 2 — A Guide for Analyzing Institutional and Individual Behaviors in Human Rights

Section 3 — Some Democratic Processes Essential to Implementation of Human Rights

Section 4 — The Committed Person - a Leader for Human Rights

Section 1

A RATIONALE FOR ANALYZING HUMAN-CIVIL RIGHTS

As indicated in Part I, an attempt is here made to briefly identify the human-civil rights which are the major concern of this Guide. No attempt is made to specify and describe a great many other human and/or civil rights which certainly deserve attention in our teacher education institutions.

For example, there are constitutional limitations on legislative power such as those on freedom of expression and discrimination based on ethnic or radical background; limitations on the powers of law enforcement agencies such as the right to Habeas Corpus, prohibition against double jeopardy and the right to counsel; limitations on judicial powers like the right to a speedy trial and the prohibition against excessive bail or fines; and finally the assumption that the accused is innocent until proven guilty. These are all both human and civil rights. There are many other human rights about which many people now have deep concern and some appear to now have high priority like the right to learn, the right to work and the right to an adequate standard of living.

In assuming responsibility in the teacher education institution and in the public schools for producing teachers and students who understand and hopefully have commitment to human-civil rights, it must be kept in mind that the basic moral and political values of this democratic society constitute the sources from which these rights stem. Our societal values such as the worth and dignity of the individual, the search for truth, justice, and the belief that institutions are the servants of mankind serve as the foundation for establishing and implementing these rights.

CONFLICTING VALUES, RIGHTS AND RESPONSIBILITIES

Educators must fully realize that the major problems and issues which divide segments of this society hinge around conflicts between individuals and groups in the priority held or placed on certain values and human-civil rights. For example, it has been possible in this country for millions of persons belonging to minority groups to be denied justice, due process, equal opportunity in education, housing, and employment and other human and civil rights simply because a majority of other people in various places were unwilling to concede that minority groups had worth and dignity as individual persons.

The exercise of a human right by one individual at a given time and place may serve as a real threat to the enjoyment of another human right by another person or may constitute a menace to the security or well-being of a group. The governments instituted by man in this nation have the dual responsibility to protect the legitimate rights of all individuals and at the same time insure that the welfare and rights of the mass of individuals or groups be safeguarded.

It is necessary that all persons understand that the exercise of a right be tempered with responsibility for insuring that no real threat be posed to the enjoyment of legitimate rights of all individuals on the part of others. This concept of responsibility in the exercise of our rights is based on a realization that for every right a concomitant responsibility exists to protect others in the exercise of their rights. Thus, provisions are consistently established in law regarding the limitations or restrictions relating to the exercise of commonly recognized human-civil rights. We must constantly check these provisions to be sure that they are defensible restrictions. The law likewise establishes restraints on the manner in which those who enforce the laws may function in order that individual rights may be protected from abuses by established government agencies.

There can be no question but that unilateral support for almost any human right - without emphasis on the accompanying responsibility - can lead to mounting pressure <u>against</u> the right in question.

In the 1960's we have seen the familiar "backlash" when protests or dissent occured without (seemingly) any accompanying sense of responsibility. When student protestors sat down in college presidents' offices, destroyed records or "took over" administration buildings, the public reply was negative to the interests of the protestors and respect for so-called human rights was not enhanced. Irresponsibility reaps negative benefits.

Those who wish to insure respect for human rights must take the need for responsible exercise of their rights very seriously or their efforts will simply become counter-productive. That is why, in the Phi Delta Kappa "Human Rights Creed," emphasis is given to the words, "I believe in the right and its concommitant responsibility. . ."

In the clash of personalities and the crisis of emotion that sometimes accompanies confrontation there is often danger that the individual's sense of responsibility may become subordinate to other values. However, the fact remains that unless those who struggle for human rights discipline themselves to retain this consideration, they will lose more than they gain.

In the final analysis, rational communication must, take precedence over fighting and violent controversy. Sometimes the struggle must occur before the issue is joined, but the educator must take his place on the side of reason. This is the only means to assure the ultimate victory of human rights over tyranny.

Unless reason intervenes, through the processes of democracy one act of tyranny usually leads to another. Acts of extremism accompanied often by violence replace the moral and political values and

concern for everyone's human rights which must remain the basis for life in this society.

Teacher education institutions and other educational institutions should establish learning situations in which prospective educators and students have the opportunity to analyze social and political issues and problems. This should be done in terms of the value and human rights conflicts involved with full attention to the responsibility concept as it relates to the exercise of human rights.

Many other moral, ethical and political values exist in this society. The degree to which large segments of the population place high priority on values like success, wealth, status, prestige, power, and security explains in part why commitment is so often missing for the human-civil rights.

Why Accent Behaviors or Practices Showing a Commitment to Human Rights? The emphasis in the Guide on the identification and description of institutional and educator behaviors and practices indicate a commitment to human rights. This is predicated on the assumption that the day is long past when one can hope to achieve the goals of a democratic society by giving lip service to the values and human rights identified in the Phi Delta Kappa statement on education and human rights. Educators and schools at all levels have for too long demonstrated in their individual and collective behaviors a calloused disregard for many basic American moral and political values and many of the human rights they are charged to perpetrate.

Instead, these schools often assume they should perpetuate the mores and customs of their communities even if they violate certain human rights. The social revolution in the nation affecting both public schools and institutions of higher learning provides adequate proof of the degree to which young people are disturbed over the wide gap which has existed between vocal protestations of belief and the manner in which many adults, professional educators, and schools have

actually behaved. Certainly many inappropriate public school practices and behaviors in the area of human rights may be attributed, in part, to highly authoritarian, obsolete and inadequate programs provided for teachers and other educators in the institutions where they have been trained.

Thus one of the most contributive approaches in dealing with the broad problems of human rights in education is to involve teacher education faculties in activities designed to identify and describe institutional behaviors or practices which demonstrate a concern for a commitment to human rights. It may also be profitable to provide opportunity for individual faculty members and administrators at both levels to identify <u>individual</u> practices and behaviors which demonstrate this concern. The following is a discussion of some individual human rights with an attempted identification of some behaviors or practices which exemplify these rights in practice. It will become apparent that many identified behaviors apply to more than one right. In fact many of them will involve a consideration of several major human or civil rights. Those mentioned in the following pages are only illustrative. Any professional educator or group of educators will be able to greatly expand the list.

The logical outgrowth of these discussions is the identification of many institutional and educator behaviors which constitute clear-cut or possible <u>violations</u> of human rights. These practices have often existed for many years but the time is now past when they can be continued without challenge by those whose rights are violated and this means long overdue change in the institution and in the educator.

SECTION 2

A GUIDE FOR ANALYZING INSTITUTIONAL AND INDIVIDUAL BEHAVIORS IN HUMAN RIGHTS

THE RIGHT OF EQUALITY OF OPPORTUNITY

"We hold these truths to be self-evident...That all men are created equal..."

"No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."

If the importance and dignity of each individual is to be recognized, then each person must have an equal opportunity to develop his potential qualities and talents without regard to his background. Fundamental to the achievement of equality of opportunity in today's complex society is equality of educational opportunity.

The major inadequacy in American public education is without doubt the failure of the system to provide equal access for all pupils to educational programs at the elementary and secondary levels suitable to their educational needs and abilities. Most shortcomings in educational programs center around this inadequacy and many existing conditions contribute to this situation.

Teacher education institutional behaviors which exemplify a commitment to this right

(1) Admission, selection and retention policies consider many relevant factors as decisions are made on applicants to these programs. The socio-economic background, degree of social consciousness, commitment to teaching and public education and the sum total of personal qualities as well as records of academic achievement are factors which are considered seriously in making institutional judgments.

(2) The institution has an organized program for the recruitment of disadvantaged or minority group students and has taken steps to establish aids and assistance for the attendance of some of these students at the institution.

(3) Those who teach in the teacher education institutions and particularly those who teach in the professional education segments of the programs teach their classes and courses in such ways as to demonstrate a commitment to the equality of opportunity concept. Evaluation of the student is made on the basis of multiple criteria indicating a concern for the total growth of the student so that he in turn will carry this behavior over to his relationships with students in the public school situation.

(4) The programs for the preparation of school administrators emphasize the importance of the equality of opportunity concept in public education and stress the human rights and human relations dimension in leader preparation. Social consciousness and human relations skills are emphasized in these programs.

(5) Courses and experiences in evaluation, measurement, testing, and statistics stress the appropriate uses, common abuses, misuses, and limitations of testing devices in evaluating student growth and the wide range of educational objectives with which the school must be concerned.

(6) Faculty members exemplify in their classrooms, seminars and workshops a commitment to methodological approaches which exemplify in practive a commitment to the processes fundamental to a democratic society.

<u>Public school behaviors which exemplify commitment to this right</u>.

(1) Students have the opportunity to attend schools in which both faculty and student body are multi-racial.

(2) Students are evaluated in terms of their total growth patterns, and academic performance on

standardized or other tests is regarded as only one of the many evidences of appropriate total educational growth.

(3) Organized efforts and planned in-service programs are carried on for the purpose of developing faculty attitudes and behaviors aimed at the elimination of discrimination and prejudice towards all students.

(4) Organized and successful effort is carried on for the purpose of increasing participation by minority group students in the programs and activities of the school.

(5) Special programs are in operation designed to provide help to the slow-learning, the socially disadvantaged, the physically handicapped and other students with special needs.

(6) No extra fees are charged students for school services or membership in activities which are a part of the regular course work or extra-classroom program.

(7) The school program provides opportunity for students to learn of the contributions made by minority groups (with emphasis on the Negro, Indian and Mexican-American) to American civilization, and also includes in the general education effort appropriate attention to the teaching of moral and political values and human rights which constitute the basis for that civilization.

(8) The school program emphasizes activities which reduce cliques and groups designed to foster social class superiority or inferiority among students.

Questions for Further Discussion:

*What are some teacher education institutional behaviors or practices which appear to be violations of this right? _____

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*What are some public school practices or behaviors which appear to be violations of this right?_

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*What are some individual teacher or professor_ practices or behaviors which appear to indicate a commitment to this right? _____

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*What are some individual teacher or professor__ practices or behaviors which appear to be violations__ of this right?_____

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THE RIGHTS OF FREEDOM OF ASSEMBLY, ASSOCIATION AND PETITION

"Congress shall make no law respecting....the right of the people to peaceably assemble, and to petition for government redress of grievances."

These freedoms are basic in our society and are closely related to other firmly established rights such as freedom of speech and religion which imply the freedom to associate with others of one's choosing in order to engage in discussion or activities surrounding ideas or beliefs held in common. The exercise of these rights is fundamental to the working of democracy because they provide the means by which the will of the people may be felt against otherwise established authority.

In the educational community, individuals and groups should be afforded the opportunities necessary to enable them to assemble peaceably for: (1) the exchange of information and/or opinion, verbal or printed; (2) the determination and expression of grievances; (3) the exercise of the right of petition for the redress of grievances and (4) the benefits of freedom of association.

Teacher education institutional behaviors which exemplify commitment to these rights.

1. The teacher education institution has established machinery for the formal, meaningful involvement of student groups and individuals in the formulation and evaluation of policies which affect them.

2. Recognizing that college and university students are vitally concerned with national and international problems and issues of social and political import the institution encourages students to engage in activities which provide an opportunity to explore these matters utilizing the expertise of the university staff whenever needed.

3. Seminars are established by the professional department or college of education and other academic units for dialogue and discussion of issues and problems relevant to the improvement of education and the society.

4. The freedom to peaceably assemble is accompanied by an acceptance of the right of those assembled to hear or discuss whatever is germane to the purpose of the meeting and to hear such speakers as are invited so long as the health and safety of those present and the community is clearly not threatened.

PUBLIC SCHOOL BEHAVIORS WHICH EXEMPLIFY COMMITMENT TO THESE RIGHTS

1. The right of petition carries with it the right to be heard. Whether the petition is oral in nature or in written form the institution or organization is obligated to provide a fair hearing for the petition and to those making it.

2. Students are free to organize groups or associations within the school for lawful purposes within the framework of an open membership policy.

3. The school makes no attempt to regulate or limit the activities of teachers or other staff members who are engaged in political activity or other voluntary association with legally constituted groups, organizations or individuals.

4. Student organizations may have faculty advisors of their own choosing.

Questions for Further Discussion:

*What are some teacher education institutional behaviors or practices which appear to be violations of this right? _____

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*What are some public school practices or behaviors which appear to be violations of this right? _____

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THE RIGHT OF DUE PROCESS AND EQUAL PROTECTION UNDER THE LAW

"No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

The Civil Rights revolution of the Sixties spearheaded by the Civil Rights Act of 1964 resulted in the abolition of countless state and local legislative enactments designed for many years to deprive persons, chiefly black, of many of the civil and human rights guaranteed by the constitution. It must be realized that due process and equal protection under the law is the major guarantor of justice in this democracy, but the search for full realization of this right still goes on.

Does a student regularly enrolled in an elementary or secondary school abdicate his rights under the law simply because he is a student and subject to the rules and regulations of the institution in which he enrolls? Most courts have stressed that he does abdicate them.

Teacher Education Institutional behaviors which exemplify this right.

1. Regulations, rules and policies relating to students and faculty are understandable and publicized in written form to members of the faculty and student body.

2. Penalties relating to grades, credits, courses, or graduation are not applied unless related to aspects of academic dishonesty.

3. Meaningful student representation is present on all faculty, departmental or college committees which make policy and/or render decisions affecting admissions and curriculum requirements.

4. Students are protected from capricous decisions by faculty or administrative personnel. Machinery is available to protect their rights and to provide due process.

5. Teachers and other educators are not dismissed or deprived of any professional advantage unless given a fair hearing with established procedural safeguards.

6. Teachers and other educators are not dismissed or deprived of any professional advantage because of the exercise of their constitutional rights.

Public school behaviors which exemplify this right.

1. Regulations, rules and policies relating to students and faculty are understandable and publicized in written form to members of the faculty and student body.

2. Students are not subjected to disciplinary action on the basis of an accusation only and they are presumed to be innocent until guilt is clearly shown.

3. Penalties relating to grades, credits, courses, or graduation are not applied unless related to aspects of academic dishonesty.

4. Formal procedures involving hearings and the right of appeal characterize any serious penalty such as suspension or expulsion from school.

5. In cases where the police are involved at the school, the school administrators insist that students not be harrassed or intimidated and that interrogation occur in their presence or that of the parent.

6. School rules and regulations relating to student behavior and conduct are developed with the participation and involvement of those who are to be affected by them in proportion to their maturity level.

7. Students are protected from capricous decisions by faculty or administrative personnel. Machinery is available to protect their rights and to provide due process.

8. Teachers and other educators are not dismissed or deprived or any professional advantage unless given a fair hearing with established procedural safeguards.

9. Teachers and other educators are not dismissed or deprived of any professional advantage because of the exercise of their constitutional rights.

Questions for Further Discussion:

*What are some teacher educational institutional behaviors which appear to be violations of this right?

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*What are some public school practices or behaviors which appear to be violations of this right? _____

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THE RIGHT OF FREEDOM OF SPEECH AND PRESS

"Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press."

Freedom of expression, particularly in speech and the press are the basic rights which in a democracy aim at providing to every individual the opportunity to have access to the truth. Because the moral and political value of truth has had high priority as a basic belief in this society, the laws of this nation have consistently protected the individual in the exercise of the rights of free speech and press as enunciated in the First Amendment of the Constitution. Freedom of expression is a necessary element in the exercise of intelligent choice in the selection of alternatives for action and must not lightly be abridged. Teacher education institutions and public

schools must serve as laboratories in which these rights can be exercised and practices by both professional educators and students.

Teacher education institutional behaviors which exemplify a commitment to these rights.

1. Teachers are provided with the opportunity to express opinions and ideas on all school matters, conditions or policies and if they choose, to dissent from the views of the majority of their colleagues and/or administrators.

2. No institutional infringement exists regarding the exercise by faculty members of individual and personal rights and liberties both inside and outside the academic setting.

3. The chief administrators in the institution maintain a psychological climate of freedom conducive to the enjoyment of basic human rights and liberties by all faculty. No threat of possible recrimination from administrators is perceived or felt.

4. Teachers must provide, to the best of their ability, opportunities for students to engage in the processes of inquiry and learning, have access to varied points of view, confront and study controversial issues and be treated without penalty for what they say, write or read.

5. The communication media, including the student press, are considered learning devices and students are encouraged to utilize them and freely express their viewpoints therein within the framework of responsibility for what is published.

Public school behaviors which exemplify commitment to these rights.

1. The school and the faculty provide opportunities for students to publicly express or hear opinions or views on any subject which they believe is important even if the subject is one of a controversial nature. There is no restriction on this right except

when clear indication is present that the safety or health of the school community is threatened or the educational process likely to be disrupted.

2. Machinery is established by which students participate in the planning of school assemblies, forums, and other gatherings under school auspices. This planning includes the identification of subjects or topics, the selection of speakers and/or establishing objectives for the meetings.

3. School policy protects faculty members as they provide opportunities for the study and discussion of controversial issues and problems within the framework of courses or other experiences which are a part of the school curriculum.

4. Machinery is established by which faculty participates meaningfully in the processes of decision making in the school regarding faculty welfare, problems relating to the operation of the school, the curriculum and any other important matters relating to students or faculty.

5. The student newspaper or other publications are considered learning opportunities for students but the freedom to express opinions there, as elsewhere, carries with it responsibility for the statements which are published. This includes publications receiving school assistance as well as those providing their own resources.

Questions for Further Discussion:

*What are some teacher education institutional behaviors or practices which appear to be violations of this right? _____

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THE RIGHT OF DISSENT

The right to dissent is an extension of freedom of speech and expression and is firmly established in our constitutional law and the behavior of our judiciary. For example, decisions of our Federal courts, including those of the Supreme Court, often provide dissenting opinions which in later years may become majority opinions. The right of individuals and groups to dissent in this society should be accompanied by the expectation that those in power or status positions will not use this behavior as a basis for extending punishment or recrimination toward those who exercise this right. Regrettably, the fear of such recrimination often serves as a severe deterrent to freedom of expression and dissent and thus another high priority value, that of security, tends to significantly limit this freedom.

Teacher education institutional behaviors which exemplify commitment to this right:

1. Students and faculty are encouraged, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the students and faculty.

2. The institution encourages students to engage in activities which provide an opportunity to explore social and political issues utilizing the expertise of the university staff when needed.

3. Lines of communication between students, faculty and the administration are completely open at all times.

4. The atmosphere of all classes encourages free discussion, inquiry and expression.

5. The institution makes no attempt to regulate

or limit activities of faculty members who participate in political affairs or those that oppose administration policy, so long as these activities do not demonstrably infringe upon the rights of others or disrupt the educational process.

6. The teacher education institution has established machinery through which it has regular access to the views of students.

7. Faculty members are encouraged to actively participate in the machinery of policy formation and appropriate decision-making and engage in open discussion on any school policy or practice or viewpoint.

Public school behaviors which exemplify commitment to this right.

1. The atmosphere of all classes encourages free discussion, inquiry and expression.

2. Student representatives are encouraged to participate freely and express dissent in the committees and student government bodies in the school.

3. The school officially provides students with the opportunity to explore and freely discuss important controversial problems and issues in their classes.

4. The student newspaper is viewed as a learning opportunity and students are encouraged to express their views in that medium within a framework of responsibility for what is published.

5. Teachers are encouraged to freely express opinions on school matters and policies without fear of hierarchical recrimination.

Questions for Further Discussion:

*What are some teacher educational institutional behaviors or practices which appear to be violations of this right? _____

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*What are some public school practices or behaviors which appear to be violations of this right? _____

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*What are some individual teacher or professor practices or behaviors which appear to indicate a commitment to this right? _____

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THE RIGHT TO FREEDOM OF AND FROM RELIGION

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."

The right of religious freedom is basic to all other human rights. Essentially it is the right to think one's own thoughts and arrive at one's own conclusions with regard to what one views as truth, unhindered by the force of majority opinion.

Does a student regularly enrolled in public elementary or secondary school retain his privileges and right to religious freedom, regardless of the religious make-up of the community in which the school exists? The courts have said "yes."

Teacher education institutional behaviors which exemplify commitment to this right.

1. The institution is unconcerned regarding the religious beliefs of its faculty and its faculty recruits.

2. The publicly supported educational institution has a policy which states that the school will hold no religious exercises or activities.

3. School rules and the attitudes of teachers and administrators provide freedom for non-belief as well as "strange" beliefs. For example, if a student does not wish to take part in any school activity for moral or religious reasons, then he is excused from doing so without being made to feel different or "wrong."

4. Religion is recognized as an area of intellectual inquiry and human knowledge and deserves treatment as a part of the regular academic portions of the curriculum.

Public school behaviors which exemplify commitment to this right.

1. The Board of Education has a clearcut policy which states that the schools will hold no religious exercises or activities.

2. So-called voluntary participation in religious exercises is not attempted since it is likely to lead to serious violations of the basic human rights of the pupil.

3. The public school assumes neutrality regarding religion; but it encourages the child or youth to understand and appreciate religious faith as taught by his family and church. As a necessary corollary, the pupil without what is generally termed religious faith must be protected from embarrassment. In short, the sancity of private belief-or disbelief-is scrupulously respected.

4. Religion is recognized as an area of intellectual inquiry and human knowledge and deserves treatment as a part of the regular academic portions of the curriculum.

5. School rules and the attitudes of teachers and administrators provide freedom for non-belief as well as "strange" beliefs. For example, if a student does not wish to take part in any school activity for moral or religious reasons, then he is excused from doing so without being made to feel different or "wrong."

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THE RIGHT TO SECURITY OF PERSON AND PROPERTY AND THE RIGHT TO PRIVACY

"No person shall be...deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."

The right to security of person and property is basic to freedom as Americans define freedom. If the person is not held inviolate and if property rights are not maintained, then none of the other human rights can really exist. The right to security of person is closely akin to the right of privacy and protects the person from insult or injury by others. The property of an individual is also entitled to security and therefore is to be protected from theft, confiscation or damage by others. The right of privacy is fundamentally the right to be let alone.

Does a student retain the right to security of person and property and privacy while he is in the control and custody of the school? The courts are increasingly stating that these rights may not lightly be infringed upon.

Teacher education institutional behaviors which exemplify commitment to these rights.

1. Regulations regarding student behavior in the school are developed by a process which meaningfully involves both students and faculty.

2. No regulation exists pertaining to the dress and appearance of faculty members.

3. Actions for the dismissal of a faculty member are taken only after adequate opportunity is provided for a fair hearing of the charges and these charges must relate specifically to his unfitness to perform his teaching obligation effectively.

4. Confidence of student records is maintained.

5. Test scores, etc., are not announced to other students or made public.

6. Student-counselor communications are privileged.

7. Teachers and students have the right of privacy concerning out-of-school activities.

Public school behaviors which exemplify commitment to these rights.

1. Regulations and rules regarding student behavior in the school are developed by a process which meaningfully involves both students and faculty.

2. No regulations exist pertaining to the dress and appearance of faculty members.

3. Student records are kept confidential.

4. Student-counselor communications are privileged.

5. Both teachers and students have the right of privacy concerning out-of-school activities.

6. Physical punishment, assault or attempted or threatened assault upon the person of another is not permitted.

7. Athletic coaches value the safety and well-being of student athletes more than winning games.

8. Athletic coaches establish rules for participation in athletics which do not infringe on the privacy of individual athletes.

Questions for Further Discussion:

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THE RIGHT AGAINST SELF-INCRIMINATION

"No person shall...be compelled in any criminal case to be a witness against himself."

The right against self-incrimination is a major judicial procedure aimed at achieving justice and the protection of other human-civil rights. This right stems from the long established belief that no person should be forced to convict himself, particularly since the law for centuries had resorted to torture in order to obtain confessions. It is also assumed that innocent people should be protected from remarks which might make them appear to be guilty and the belief also that the major burden of proof should be on government to prove guilt.

This right is further based on the conviction that a person is entitled to hold private beliefs and ideas which he should not be forced to divulge.

Teacher education institutional behaviors which exemplify commitment to this right.

1. Students are not pressured when appearing before administrative officers, instructors or institutional committees to confess or admit behaviors which might incriminate or jeopardize their status or position in the institution.

2. Students are assumed tc be innocent until proven guilty.

Public school behaviors which exemplify commitment to this right.

1. Teachers or school administrators or school committees do not exercise unfair pressure or undue influence on students in an effort to implicate them in disruptive problems or situations which arise at school.

2. The school attempts to keep student organizations or groups from exerting influence on students which might constitute an invasion of this right.

3. Students are assumed to be innocent until proven guilty.

Questions for Further Discussion:

*What are some teacher education institutional behaviors or practices which appear to be violations of this right? _____

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THE RIGHT TO A TRIAL BY A JURY OF ACTUAL PEERS

"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed."

This basic concept is established in American law as a limitation of judicial power and rests on the belief that ultimate decisions should be left to the people. The assumption is also present that the right to a jury trial serves as a means of counteracting the bias which many feel becomes institutionalized in the court system. That a person should also be judged by his equals rather than persons of another social or economic class is assumed but unfortunately often violated.

Teacher education institutional behaviors which exemplify a commitment to this right?

1. Processes and machinery are established with adequate student representation, for prompt and fair determination of cases involving the expulsion, suspension or removal of privileges from students enrolled in the teacher education program.

Questions for Further Discussion:

*What are some teacher education institutional behaviors or practices which appear to be violations of this right? _____

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THE RIGHT TO BE DIFFERENT

(Note: The format for this particular right suggests other dimensions which may be considered in implementing this right or any other right.)

Every individual is different in abilities, interests, needs, and physical make-up. The right to be different is fundamentally the right to think.

act, dress, express opinions, and behave differently, so long as the rights and safety of others are not violated. The right to be different is implied in other rights, such as freedom of speech, privacy, etc.

Teacher education institutional behaviors which exemplify commitment to this right.

1. The institution has an organized program to systematically recruit staff members of varied backgrounds, style of inquiry, living and teaching.

2. Regulations regarding dress and appearance of students and the manner of personal grooming, if present, relate only to safeguarding the health and safety of the students or actual prevention of disorder.

3. Machinery is established for the meaningful involvement of faculty and student representatives in decisions which determine school policy affecting admissions, retention, and programs and degree requirements.

4. An institutional environment conducive to instructional experimentation by faculty members is present.

5. Admission, selection and retention policies in the teacher education program consider among other things, socio-economic background, personal qualities and commitment to teaching.

6. An atmosphere of freedom to disagree, inquire, to hold divergent views is created and maintained by the instructor.

Public school behaviors which exemplify commitment to this right.

1. Organized in-service programs exist to aid teachers in the development of instructional strategies that are student oriented.

2. A wide selection of elective courses and extracurricular activities is available to students with a minimum of required courses.

3. Teachers are assigned to teach in areas of their special training and interest.

4. There is absence of regulations infringing on the right of students to dissent, and on their manner of dress and appearance.

5. A policy and an atmosphere of academic freedom to disagree, to inquire, and hold divergent views is created and maintained.

6. A wide variety of evaluative techniques are used to judge a student on his own merits and to compensate for individual differences. Self-evaluation is encouraged and utilized.

7. A school environment is present that encourages teachers and students to experiment.

8. Teachers are sensitive to the needs of students and seek constant feedback as to the relative value of classroom activities.

9. A classroom atmosphere is established to encourage inquiry, success and the freedom to disagree with the teacher.

10. Teachers encourage interpersonal contact with students.

<u>Emphasis is given to the following teaching skills and competencies</u>:

1. Ability to select and use a wide variety of instructional materials and strategies in the teaching-learning situation.

2. Knowledge of evaluation techniques.

3. Understanding of the nature of physical and intellectual development, the nature of learning and the conditions that tend to make learning likely.

4. Knowledge of group behavior and the ability to work with groups of varying size and purposes.

5. Knowledge of cultural background and values of minority groups.

6. Skill in questioning, self-analysis, reflective thinking and utilizing the inquiry approach.

7. Skill in the formulation of attitudinal and behavioral objectives central to the human rights concern.

8. Understanding that creating a climate of acceptance and providing the opportunity for each student to achieve some degree of success is fundamental to appropriate student growth.

Actions taken in schools which violate the right to be different.

1. Conformity emphasized too much in classroom by teachers

2. Unreasonable dress codes required for both students and faculty.

3. Many required courses do not meet the needs and interests of students. Students have no voice in changing content or course offerings.

4. Courses taught as if all students learned the same thing, at the same time and were all interested in the same way.

5. Students grouped for all courses on the basis of test scores in one class, I. Q. or by standardized achievement tests.

6. Schools set up on the basis of what is best for teachers and administrators, rather than what is best for students.

7. Emphasis on course content rather than need and interest of students.

8. Emphasis on paper and pencil tests as the only means of student evaluation.

9. Values, ideas and personal preference of the school administrator often imposed on the students and the entire school and often by individual teachers on students.

10. Students are not afforded the opportunity to disagree with the administrators' or teachers' point of view without being labeled as troublemakers.

11. Teachers are viewed as troublemakers by administrators if they take issue with or dissent from school policies and practices.

Questions for Further Discussion

*What are some teacher education institutional behavior or practices which appear to be violations of this right? _____

_____

_____

*What are some public school practices or behaviors which appear to be violations of this right? _____

_____

*What are some individual teacher or professor practices or behaviors which appear to indicate a commitment to this right? _____

_____

*What are some individual teacher or professor practices or behaviors which appear to be violations of this right? _____

_____

SECTION 3

SOME DEMOCRATIC PROCESSES ESSENTIAL TO IMPLEMENTATION OF HUMAN RIGHTS

In effecting changes in institutional behavior which relates to the implementation of human rights, effective participation in a society built on the democratic tradition and dedicated to what is called the "American Way" requires acceptance of the concept of the supreme worth and dignity of the individual. It also requires positive attitudes towards human differences, placement of high priority on the values associated with democracy and possessing skill in using the processes which make democracy work. To what degree should the teacher education program attempt to develop skills and proficiencies in the processes of democracy?

Group dynamics is the term popularly associated with implementing democracy in the classroom. The process is directed toward creating groupness where a number of discrete and different people are brought together. The process consists of identifying one or more common problems, setting up goals and ways of solving the problems, allocating and accepting responsibilities for doing whatever must be done. In this process such differences as race, religion, and social class cease to be valid reasons for rejection.

Discussion is another essentially democratic process. It requires study and practice of leadership skills and styles. For example, to assure everyone in a group the right to speak, to hear and be heard, the leader must see to it that ground rules are established and enforced. He must also know how to curb the dominator, encourage the timid, limit the speech maker, prevent distractors from engaging in side conversations, keep discussion to the point, know how and when to summarize, how to prevent too early closure, how and when to bring matters to a vote or press for consensus.

In the most democratic discussion groups when those involved are skilled in the process, conversation flows from one to another without going through the leader. Moreover, the leadership role itself seems to move around the group. When any individual carries the discussion further, he in fact becomes the leader.

The process of voting is, of course, well understood. What students do not always understand is that although this is used to determine majority rule, it must also provide opportunity for hearing the voice of the minority. Examination of how Congress is organized, provision for election of both majority and minority "whips," seating by party on opposite sides of the aisle, extensive floor debate and the use of the filibuster may all be considered as important parts of the process we call voting which protect minority rights. The mechanics of process, however, too often are permitted to thwart majority rule and the true meaning of the democratic concept.

Cooperative planning in courses. The professor might instead of telling students how and what he expects done, begin by having them identify subjects about which they want information, raise questions for which they are seeking answers. These items may become part of the content of the unit or course. The students then, with the professor's help, proceed to discover and use sources of information. The work may be done individually or in groups. Sharing labor and providing for interpersonal assistance are accepted as part of the process.

Evaluation is another process that to be democratic, can and should be done jointly, continuously, and constructively. Individuals and groups must always ask themselves and each other, "What of our process?" What did we do well, what poorly? Where were we weak, where strong? Did we select leaders wisely and assist them effectively. Did they do what we elected them for? What of our products--were they good enough? Did we achieve our goals? In the light of strength and weakness and achievement, where do we go from here? What do we do next?"

When conflicts of values or of rights arise, the processes of conflict resolution must be employed. These are negotiation, mediation, compromise.

Status leadership in American Education must be committed to the processes of democracy and the encouragement and stimulation of others so that they will be willing to accept the responsibilities associated with involvement in policy formation and decision making. The opportunities for democracy to succeed often rests on commitment to and possession of these skills by educational leaders who themselves must teach other educators how to function effectively in processes of involvement.

SECTION 4

THE COMMITTED PERSON - A LEADER FOR HUMAN RIGHTS

What kind of person does an educational program devoted to human-civil rights hope to develop?

Out of direct learning experiences, reading and discussion of pertinent literature and vicarious experiences obtained from films and television programs among others, should come people who have many of the following personality characteristics, skills, abilities and value-directed ways of behaving.

Personality

Independent, possessing ego strength and security
Courageous
Aggressive, non-punitive, respectful to self and others
Open, able to entertain new ideas

Abilities

To understand and handle anxiety and hostility
To take a firm stand on value issues
To challenge stereotypes, injustice, discrimination, and gaps between words and deeds
To recognize and deal with conflict, situations involving values and/or rights
To see and/or propose alternatives
To envision consequences of alternative behaviors and to make decisions in the light of those consequences
To see and admit to inconsistencies between words and deeds
To be tentative in judgment and resist early closure in discussion
To accept human differences as positive values

Informed about:

The nature and genesis of prejudice
How people act out their preferences, biases, and the complex of negative attitudes called prejudice

The institutions of discrimination in American society
Class and caste in American society
Sub-culture or minority groups; stereotypes, values, behavior and family patterns, mental abilities, restrictions, segregation

How does a teacher committed to human-civil rights behave?

Because he believes in the worth and dignity of every individual and that it is his obligation to help each to develop his potentials, he de-emphasizes competition and comparison in learning and subordinates marks to learning, as the objective to be attained. He does not debase, ridicule or use sarcasm to humiliate or destroy the self-respect of any student.

Because he is committed to the right to equal educational opportunity, he welcomes all who wish to attend his class regardless of differences in race, religion, ethnic origins, social class.

He sets up a variety of learning experiences as options and helps students to choose those which are relevant in terms of their levels of development, learning styles, needs and interests.

Because he believes that those affected should take part in policy making, and when possible, in decision making, he arranges for students to participate in decisions regarding procedure and content and the kinds of learning experiences to be used.

Because he believes in the right to freedom of speech and the right to dissent, he creates opportunities for full and open discussion of issues, encourages students to present all sides of controversial issues, exercises no reprisals on those who differ from him or take far out left or right positions. At the same time, he enforces the ground rule which requires one person to speak at a time in order to secure his right to be heard and other's the right to hear.

Because he believes in the right to privacy, and to self expression, he does not search students' lockers, rooms, or desks without permission, nor does he intercept, confiscate and read notes which students write to each other. He opposes rules and regulations which infringe on a students rights to express himself in his own appearance.

Because he believes that democracy must be both taught and practiced and in the students' right to know the truth, he encourages them to ask questions regarding value judgments and to ask for sources of factual statements. This procedure is, of course, valid with regard to student responsibility for judgments and factual information.

He teaches the skills of fact finding. He teaches the meaning of the basic democratic documents (The Declaration of Independence, the Constitution of the United States, the Bill of Rights and others) and provides opportunities for students to become deeply involved in the search for the meaning and implementation of the democratic values and human rights. He encourages students to distinguish between fact and opinion, fact and rumor, fact and propoganda.

Because he believes human differences have positive values, he brings into close association with him people who differ in race, religion, and ethnic origins.

Because he believes everyone has the right to be physically safe in his classroom and school, he creates an environment and sets up conditions in which individuals are protected against physical, mental and social abuse by other adults and/or the peer group.

Because he believes in the democratic processes, he uses them and requires students to use them in setting up qualifications for student officers, and in nominating and election procedures. He does not attempt to influence or nullify the outcomes.

Because he believes in the right to procedural due process, he gives an accused student opportunity to tell

his side and to present witnesses. He regards the student as innocent until proven guilty.

Because he understands that people differ somewhat in their value patterns and in the priorities they assign to certain values in making decisions about behavior, he knows that conflicts about the exercise of rights are bound to occur. In such situations, he uses and teaches students appropriate democratic methods of resolving conflicts; discussion, negotiation, mediation and arbitration.

Behaviors by which a school or college administrator demonstrates his commitment to human and civil rights

Because he believes that all who are affected have the right to participate in making policies which affect them, he arranges for the organization of representative participation of faculty and students in the policy-making and decision-making processes of the institution.

He maintains an "open door" so that students and faculty have access to him for discussion of school and campus problems.

He entertains committees and receives petitions concerning exercise or denial of rights and request for policy, administrative or organizational changes.

He exercises his leadership and powers to facilitate needed changes within the context of faculty and student involvement of established processes.

Because he believes in the right of due process, when dealing with accusations against faculty members or students, he arranges for the accusors to face the accused; for the latter to defend himself; and requires enforcement of the doctrine that an individual is presumed innocent until proven guilty.

With participation of appropriate student and faculty advisory committees, he formulates and enforces policies within a framework which require admission and assignment of students consistent with democratic values and human rights.

Because he believes that students have the right to the truth, he encourages responsible committees to invite speakers on both sides of controversial issues.

Because he believes in freedom of religion or from religion he observes Supreme Court decisions which forbid teaching religion and the use of religious rites in public schools whether this be use of the public address system for morning devotions or classroom instruction.

Because he believes in the right of every child to equal educational opportunity, which, according to Supreme Court decisions, cannot be provided in segregated situations, he actively promotes desegregation of schools with respect to faculty and classrooms, and provides the leadership required to secure this goal.

He uses language which expresses respect for the worth and dignity of others.

He challenges others who deny the rights of any individual or group.

He exercises his rights without infringing or denying the same to anyone else.

He works actively, along and through organizations, to secure the rights of others.

He exercises the franchise and encourages others to do so.

He extends himself to engage in friendship activities with other different from himself.

He creates the school climate within which democratic processes are encouraged and developed.

PART III

PRACTICAL APPROACHES TO THE TEACHING OF HUMAN RIGHTS

Section 1	Approaches for a Developmental Program of Human-Civil Rights Education for Prospective Teachers
Section 2	In-service Education of Teachers in Human Rights
Section 3	Suggestions for Content: Topics or Experiences to be Included in Course Offerings
Section 4	Obstacles for which Teachers of Human Rights Should be Prepared
Section 5	Five Day Workshop on Human Rights
Section 6	Suggestions for a One-Two Week Institute with Teachers and/or Administrators on Human Relations and Human-Civil Rights
Section 7	Suggestions for a One Week (or more) Practicum on Human Relations and Human Rights
Section 8	Suggested Conference Formats

SECTION 1

APPROACHES FOR A DEVELOPMENTAL PROGRAM OF HUMAN CIVIL RIGHTS EDUCATION FOR PROSPECTIVE TEACHERS

Much student unrest stems from apparent imperfections and violations of American values and human rights in the society at large. Students often vent these dissatisfactions on the institutions they attend which, all too often, also have indefensible practices administratively and instructively. As a result of these dissatisfactions, there is an attempt on the campus and in the schools to create changes and implement programs designed to reduce or eliminate these weaknesses. Administrators and faculty may find one or more of the following suggestions helpful in initiating a human rights education program. Discussion of these suggestions may yield other alternatives with which to begin. The important thing is to make a beginning.

Discovery of Needs

Student Survey

The process of change begins with identification of needs. Therefore, step one on any campus may be to make a survey of students' attitudes, feelings, beliefs about and commitment to the Bill of Rights and of the values upon which they make decisions about behavior.

Faculty Seminar

Step two might be to work for a decision to offer a faculty seminar, the basic texts for which would be "Education and Human Rights: A Statement of the Commission on Education and Human Rights of Phi Delta Kappa," and the present Guide. Such a study could reveal important needs, viewpoints, and differences in philosophical backgrounds.

Other Faculty Activities

Plans for gathering and presenting information could be developed and followed through by a representative steering committee. They might, for example, present the following suggestions for optional activities and faculty programs, for which individual professors or small groups, could accept responsibilities in accordance with their interests:

Listen to a representative panel of students discuss experiences in which they believe their rights were denied

Collect students' written statements about campus tensions, individual and group anxieties, complaints about denial of rights of self and rights of others on the campus

Research current campus gripes and 'demands" for change

Observe in the local public schools to see the extent to which teacher and administrative behaviors are sensitive, or otherwise, to the human rights of individuals.

Visit public school classrooms to observe instruction in civics, social studies, history, language arts, to find out where, when and how pupils learn about human-civil rights

Use relevant films or film clips as discussion starters

Areas to be Examined for Needed Change

Content

The rationale for including human rights content in the preparation of teachers, as well as the background of philosophy and information professors may need as

they discuss course changes, is provided in the Phi Delta Kappa Statement, "Education and Human Rights," and in thc present Guide.

Hopefully all professors will become involved in the examination and evaluation of content and textbooks currently required in their courses to determine what changes are needed. Whatever is no longer relevant should be eliminated in order to make way for addition of materials on human rights. Interpersonal cooperation and group discussion within each department will deepen understanding, facilitate change, and provide for mutual support. The entire matter of what is relevant should also be applied to facets of course work other than the problems of human rights.

Method

The almost universal reliance on lecture methods has not produced students, teachers, and professors who are firmly committed to the Bill of Rights, nor apparently have other methods without this specific emphasis. Moreover, a common complaint voiced by students at all levels is that they are bored with the routine of lecture-note taking-textbook-memorization-test taking to get marks. Young teachers are loud in their denunciation of college courses which fail to make teaching "come alive" for them. Too often the lecture is abused rather than used for the purposes towards which it may contribute effectively.

It is not easy for professors,who may never have experienced other than lecture methods, to change. Nevertheless, they must experiment, discuss their trials and errors with each other, get administrative sanction and support and, in the last analysis, find the courage to do something different in the way of instructional strategy.

Alternative ways of providing opportunity for the study of rights that could be tried include inter-disciplinary units of study, seminars and concentrated teach-ins. All of them would allow for limited presentations by

professors, raising questions, relating personal experiences by students and free, open discussion by all in attendance.

Team teaching, large group in-put meetings followed by small group "rap" sessions, the use of documentary films, filmstrips and tapes are also methods prospective teachers need to experience before being required to use them in their own classrooms.

SECTION 2

IN-SERVICE EDUCATION OF TEACHERS IN HUMAN RIGHTS

Suggested Approaches

Although conferences, seminars and workshops on human relations have been available to them for the past 20 or 30 years, large numbers of experienced and new public school teachers have little background in the theory, philosophy and practice of human rights. In addition, therefore, to include the subject at the pre-service level, college professors need to explore what they can do at the in-service level to involve school administrators and classroom teachers to the end that they will become committed to implement democratic values, principles and practices in their daily lives and work. Without this commitment they may continue to omit necessary information from pertinent courses, infringe upon the rights of students and parents, and fail to develop in the general school population the understandings and skills needed for effective living at a time when American democracy is constantly being challenged.

Effective teaching of how to live in a pluralistic democracy, in which implementation of human rights is essential, requires the habit of inquiry into the values out of which the theory and practice of the rights of man evolved. To be adequately equipped for public school work, teachers must know what these values are and understand how the human being uses them as directives in making decisions about how to behave. They must examine their own values and behavior patterns with respect to human rights.

Basic in democracy, in the Judeo-Christian ethic and in other major religions, is the value of the human person and of life itself. On this is built the whole system of rights designed to enable the individual to realize his potential and to live a satisfying life. These rights belong to each and to all and are not re-

lated to differences in race, creed, or ethnic origins. Public school teachers must explore the meaning of this basic value and each must undertake to investigate how much that value influences the hour to hour and day to day decisions he makes in thinking about and dealing with individual pupils and colleagues who differ from himself.

Courses Can Be Offered for Credit

Included in the materials supplied by the Phi Delta Kappa Teacher Education Project on Human Rights are basic statements which provide content dealing with the theory and philosophy and practice of human rights. However, to be effective, in-service work with teachers needs to be rooted in practical experience and in the value and thought processes of the ordinary adult as well as the students and their parents.

Conferences, Seminars, Workshops

Various approaches for planning and conducting these can be presented to a representative planning or steering committee as options to be discussed and decided on the basis of what the committee members perceive to be teachers' needs. For example:

An experience approach---Tell it like it is. Teachers describe past and present personal experiences in which their rights have been denied; or in which they have been in situations in which value conflict arose over whose rights were to be allowed.

Teachers describe what is presently happening to pupils in their classrooms or school regarding human-civil rights.

Approach through discussion of attitudes--Teachers talk about how they feel about democracy in the school; about civil rights demonstrations; about minority groups; about students' demands for their rights; about how they perceive their roles in teaching values and rights.

Let's get the facts approach--Some frequently iterated statements made by people in all walks of life in all parts of the country are so basic to concepts of values and rights in a democracy, that they should be examined and discussed in depth. Among these are:

"A person has to raise himself by his own boot straps."
"Anyone who wants to can find a job."
"People ought not to try to live where they aren't wanted."
"A family on welfare ought not to have TV."
"Too much education isn't good for some poeple."
"It would be better to train 'them' to work with their hands."
"They should earn their rights, first."
"Children should be seen and not heard."
"The teacher should paddle pupils who need it because they are in 'loco parents.'"
"Lower class people have different values and the school ought not to try to change them."
"The school should teach children middle class values---isn't that what America is all about?"
"Blacks have less intelligence than whites."
"The public school shouldn't be asked to teach some kids."

Values approach--On what values do participants place high or low priorities with respect to: Personality characteristics, appearance, behavior, origins, social class, abilities? How are (or should) conflicts be resolved? Whose values and rights are involved and whose should take precedence in questions such as:

"What will I do if 'they' move in next door?"
"Would I let my daughter marry one?"
"Shouldn't they have to earn their rights?"
"Why should I pay taxes to support them?"
"Wouldn't they be better off with their own kind?"
"If they won't do what the teacher says, let'em leave."
"Why shouldn't they smoke and drink and 'trip' if they want to?"
"I don't think sandals, blue jeans, long hair, beads, and beards, and mini-mini-skirts ought to be allowed in school."
"Why don't they go back where they came from?"

In-School Consultative Service by Professors

College professors can help classroom teachers by observing what happens to pupils with respect to their human rights during the course of the day--in classrooms, corridors, cafeterias and play areas. Observation of denial of rights by institutional procedures, by teachers, or by peers can then be described and discussed in faculty meetings. At the next faculty meeting the consultant can assist the faculty to identify conditions and practices that need to be changed. When the group arrives at a consensus with respect to something on which to begin, he can assist them in making a plan for action. On succeeding visits to the school, he will have opportunities to observe how individuals implement their decision, to support their efforts, and to capitalize on their gains.

During these discussions, the consultant will constantly refer teachers back to the basic democratic rights and values, and to the premises on which these have been formulated and implemented. In case of need, participants will be required to consult original documents, supreme court decisions, legislative acts, and other sources for sociological, psychological and political information. From time to time the use of relevant films and role playing may be helpful.

Eventually this kind of on-going in-service education should lead to revision of such courses as civics, government, American history, social problems, and problems of democracy. The methods used in classroom instruction may also need to be changed so that pupils may experience the rights teachers talk about. In particular basic general education courses, like American history, need to include opportunity for the study of human rights and air moral and political values in order for <u>all</u> students to have these experiences.

SECTION 3

SUGGESTIONS FOR CONTENT

TOPICS OR EXPERIENCES TO BE INCLUDED
IN COURSE OFFERINGS

General Education: (Political Science, History, Sociology)

Seminars, films, visiting lectures, interviews, discussions, observation of how it is in public schools and community organizations and agencies.

Meaning and limitations of individual human rights and how they are and should be exercised.

Rights and duties of citizens--participation in voter registration, election campaigns, voting.

Emphasis on major areas of human conflict in this society; race relations, rural-urban, extremism of the left and right, youth-adult conflict, labor-management and the role of government in solving our problems.

Student activism in relation to man's age-long struggle to be free.

Constitutional government--visit to local, state, and national governments; examination and change (if needed) in school's constitution, club charters; participation in administration and organization of the school. (Experts in Constitutional Law)

Enrollment in a political party, participation in primary and election campaigns, investigation of relations between courts and politics; investigation of appointments to judgeships, boards of education, other bodies.

Relation between freedom and order--speaker or resource person (chief of police).

Relation between liberty and authority--resource person (local or state official).

Human-civil rights and the generation gap; the parents' points of view--a radical student's point of view--a 'square' student's point of view.

<u>Professional Education: (Social and Psychological Foundations of Education, Curriculum and Methodology and Laboratory Experiences)</u>

The use of authority in the classroom and in the school. Participation by students in determining the limits of behavior.

The relationship of value and behavior patterns to social class and economic affluence or deprivation.

How teachers use "power" position to determine students' lives, social status, educational opportunities.

The effect of school experiences on self concept and consequent behavior regarding human-civil rights.

Investigation of current public school practices such as: grouping by ability, corporal punishment, student government, teaching controversial subjects, discussion or recitation, mass instruction, the open classroom, illiteracy, seating by race and/or sex, publications.

Role playing to show respect for or lack of respect for various individuals depending upon race, appearance, social status, sex, age.

Confrontation with situations requiring individuals to make choices or meaningful decisions regarding own behavior.

Emotional and consequent physical effects on individual whose rights are denied or who is prevented by a person or group from exercising his rights.

Effects of withdrawal of rights that seemed to be within reach--(Black militancy after 1964).

Traditional personality--role Blacks were forced to play in conflict with new role--effects on youth caught in the double bind.

Self concept--formation of, effects on learning behavior, effects on social behavior.

Analyze classroom or school practices which promote discrimination, scapegoating, downgrading, expulsion, stereotyping and rejection.

Accent on relationship between school behavior and pattern of cultural and home backgrounds.

Accent on the psychological basis for student success in the school.

Providing opportunities for contact with school settings of different kinds with emphasis on experiences with children in pre-student teaching and student teaching situations.

Analysis of the educational establishment in terms of past authoritarian behavior.

SECTION 4

OBSTACLES FOR WHICH TEACHERS OF HUMAN RIGHTS SHOULD BE PREPARED

1. Apathy--lack of feeling of real need for additional attention to the area of human rights in education

2. Individual reluctance to become "involved" or to show commitment--based on fear that this might be socially unpopular or result in some insecurity

3. Prevalence of conservative point of view--feeling that undue emphasis on human rights might put other rights in jeopardy, such as the property right, freedom of association (with concommitant barring of minority groups), etc.

4. The essentially authoritarian tradition of organizing and administering educational institutions

5. Hostility of entrenched administrative or controlling interests to change (don't upset the apple cart)

6. Imagined or real pressure on individual staff members not to express differing viewpoints, for fear that this might interfere with advancement or promotion in the institution

7. Institutional demands for conformity, arbitrary rules, curricular and degree requirements, and the system of grades and credits

8. Procedural intricacies which stand in the way of orderly change (administrative regulations as well as faculty committees and controls)

9. Influence of alumni, donors, or boards of control

10. Discouragement which accompanies long-continued efforts to bring about reform in the absence of encouragement and stimulations from institutional leadership

Other Factors Causing Teacher Behaviors which Hinder Implementation of Human Rights in the Classroom

1. Lack of awareness
   a. Teachers may be unaware of their own prejudices and discriminating practices in relating to students.
   b. Teachers may be unaware of different value systems and life styles and/or have had no experience with them.
2. Lack of well defined role concept
   a. Teachers may not realize the effects of certain practices on students.
   b. Teachers may have no clear idea of their objectives.
3. Perceived sanctions from administrators and community
4. Insufficient knowledge of human rights
5. Fear of legal actions
6. Teachers frequently unsure of their own behaviors
7. Tradition
8. The personal upbringing of teachers and their personal frame of reference
9. Fear of superior officers, of parents, of losing classroom control
10. Emotional and/or mental unprepardness to cope with the issues of student rights.
11. Insecurity on the part of the teacher
12. Insufficient skills, particularly in the field of self-analysis, conflict resolution, and the structuring of learning activities
13. Supervisors who require certain standards from teachers

14. Indifference
15. Questionable understanding of what is meant by "academic standards"
16. Inadequate materials

SECTION 5

FIVE DAY WORKSHOP
ON HUMAN RIGHTS

Participants: Public School Administrators and Teachers

Objectives:

1. To develop a clear perception of human rights and the value systems on which human rights are based

2. To develop an awareness of the implications of human rights for the total democratic society, the community, the public school and the student

3. To develop an awareness of the legality of student rights at the public school level

4. To develop an awareness of the curriculum and experience needs of students if they are to share productively in the democratic process

5. To develop an awareness of practices that promote/violate human rights of groups (individuals) at the administrative level and at the classroom level

6. To develop materials and resources which may be of assistance in teaching and practicing of human rights

7. To develop skills in evaluating institutional and individual behavior as it relates to human rights

8. To develop skills in focusing on basic values when dealing with rights conflicts

SECTION 6

SUGGESTIONS FOR A ONE-TWO WEEK INSTITUTE WITH TEACHERS AND/OR ADMINISTRATORS ON HUMAN RELATIONS AND HUMAN-CIVIL RIGHTS

A. The Institute should provide participants with some or all of the following information.

I. Information about:

a. The nature of human-civil rights
b. The basic values fundamental to a democratic society
c. The human rights implied by these values
d. The implication of values and rights for the democratic process
e. Concomitant responsibilities engendered through the exercise of rights
f. Conflicts between rights and how to resolve them
g. The positive values of human differences
h. The nature and causes of student unrest and protest in public schools today
i. The nature and causes of societal unrest and protest
j. The predicament of the individual if basic human-civil rights are denied by the group or majority
k. The predicament of the minority group if basic human-civil rights denied by the group or majority
l. Some ways rights are frequently denied the individual-the minority group in the larger society
m. How people act out their preferences, biases, and the complex of negative attitudes called prejudice and the individual frame of reference
n. The human rights implications of stereotyping, segregation, grouping, racism
o. The nature of institutionalized racism and how it adversely affects minority and individual rights
p. The schools role in preparing students for a democratic society
q. The legal aspects of student and teacher rights
r. The kinds of public school institutional behaviors that frequently tend to violate specific student and teacher rights

s. The kind of public school institutional behaviors that tend to emphasize specific human rights and democratic values
t. The kinds of teacher behaviors that frequently tend to violate specific student rights
u. The kinds of teacher behaviors that frequently tend to emphasize specific human rights and democratic values
v. Curriculum and co-curricular content and activities which promote human rights
w. Recognition of institutional and community sanctions which threaten proper emphasis on human rights
x. The options and alternatives available to participants when circumscribed by given sanctions which threaten proper emphasis on human rights
y. Ways of involving community groups in Teacher Education Programs
z. Ways of working with community groups in advancing concern for human rights

B. The Institute or workshop should provide an opportunity for participants to develop skill in some or all of the following areas.

I. Skill in:
a. Evaluating institutional behaviors which limit and/or enhances specific human-civil rights
b. Evaluating personal behavior which limits and/or enhances specific human-civil rights
c. Recognizing and stating specifically the relationships between values, rights, and the democratic process
d. Recognizing and dealing with conflicts between values and between rights
e. Examining one's own value system in light of the basic values fundamental to a democratic society
f. Recognizing forms of discrimination and prejudice
g. Recognizing inconsistencies between words and deeds
h. Recognizing the school's role in preparing students for a democratic society
i. Attaining human rights goals within the options available to the individual

j. Distinguishing between fact and opinion, fact and rumor, fact and propoganda
k. Stating clearly and specifically the meaning of equal educational opportunity and the implications of human rights in the attainment of this
l. Handling controversial issues
m. Maximizing the positive values of human differences
n. Communicating
o. Individualizing instruction
p. Group dynamics
q. Devising curriculum to accomplish objectives of human rights
r. Operating within a framework that permits the freedom of individual rights without jeopardizing the rights of others
s. Identifying experiences and resources which provide for enlarged student comprehension of the meaning and implications of human rights
t. Providing in-service leadership in the area of human rights at home school
u. Utilizing student involvement in the establishment of course objectives and activities
v. Providing alternatives as a base for democratic action
w. Interpreting results of psychological tests
x. Determining priorities for instruction

C. The Institute should provide activities which may promote understanding of Human-Civil Rights issues:

1. Have participants engage in one or more activity similar to the activities suggested in Noar's Field Work Options listed in suggestions for a one week Practicum

2. Collect and analyze news articles dealing with student protest and/or unrest

3. Collect and analyze news articles dealing with select court cases where the issue is a civil or human right

4. Show films such as 'Encounter," "Black-White Up Tight," "High School."

5. Do role play simulations such as "High School" or "Democratic Procedures."

6. Do other role plays which cast participants in minority roles or in position of having a right violated

7. Study and react to actual case studies (concrete incidents) which demonstrate a variety of ways in which personal freedom, when threatened can be protected by basic civil-human rights

8. Read and discuss case histories where two rights are in conflict

9. Conduct interviews or listen to individuals expounding a given view with rights implications

10. Analyze interviews, speeches for fact propaganda

11. Read suggested materials

12. Relate incidents where they have observed rights violated

13. Analyze own community for evidences of violated rights

14. Evaluate educational experiences they have had in which rights have been violated

15. Study or listen to lecture or discussion on legal implications of human rights within the school

D. The Institute should provide participants an opportunity to develop some skills in:

1. Evaluating teaching behavior
2. Evaluating institutional behaviors
3. Discussing and stating values pertinent to a democratic society
4. Examining own set of teaching or administrative values against other values
5. Comparing stated objectives of school or class with actual practices

6. Teaching simulated class with emphasis on observance of certain specified student rights
7. Simulating teaching a controversial issue
8. Giving a talk or writing a paper on Equal Educational Opportunity

E. The Institute shall provide for the development of some of the following participant behavior:

1. The participants should be able to clearly identify, either orally or in writing, at least two basic values of a democratic society along with ten human rights implied by these values
2. The participants should be able to develop a clear, concise statement showing the relationship of two human rights to the democratic process
3. The participants should be able to identify, from appropriate case studies, three specific human rights that have been violated
4. The participants should be able to identify and state the conclusion of a recent legal opinion dealing with each of the following two student rights:
    a. Freedom of experience
    b. Due process
5. The participants should know and be able to list in writing a minimum of five resources dealing with human rights in Education
6. The participants should have a working knowledge of three exercises or experiences for use with students, each of which conveys the concept of a human right and its essentiality to the democratic process
7. The participant should be able to identify orally or in writing, three discriminatory practices or privileges which they are aware of which violates/violated the right of an individual or group (the practice or privilege may be accorded to others within the community or school
8. From the list of twelve human rights identified in the Human Rights Creed the participant should select five specific incident or practice which occurs in an eductional institution or classroom with which he is familiar
9. From the list of twelve human rights identified in the "Human Rights Creed" the participant should select five rights with which he can identify two classroom practices

(for each right selected) which promote that human right

10. Using the Guide for Analyzing Human-Civil Rights the participant should be able to evaluate the behavior reflecting a commitment and/or violation of human rights of the department and/or institution with which he is employed
11. Using the "Guide for Analyzing Human-Civil Rights" the participant should be able to evaluate his own behavior which reflects a commitment to or a violation of Human Rights
12. Using information obtained from the Human Rights Workshop, the participant should be able to devise and structure a learning experience for students which vividly conveys the concept of a right and a concommitent responsibility
13. Given authority which involves possible conflict between the authority and responsibility of school principals and the individual freedom of each student to set his/her own clothing and grooming standards, the participant should be able to identify the conflicting values, interests and principles
14. Given a particular situation which involves a conflict between the interest of an individual in employing whomever he pleases, and the interests of individuals applying for jobs in not being discriminated against upon the basis of irrelevant factors such as color, participants should be able to describe the conflict including the particular values and interests involved
15. Given the experiences of the workshop the participant should be able to identify five needs of students if they are to share productively in the democratic process
16. Given five needs of students, if they are to share productively in the democratic process, the participant should be able to identify, orally or in writing, at least five practices or experiences the school or teacher should provide students to fulfill the needs identified
17. Given the needs of students and the experiences or practices necessary to fulfill such needs the participant should be able to identify conflicts that may exist between his/her own perceived role of a teacher and role demanded to provide the experiences or practices outlined in the behavioral objectives, 15-16

18. Given the experiences of the workshop the participant should be able to identify behaviors of the institution or individual teachers which violate the rights of the student to appropriate information or to appropriate recognition of previous expreiences, etc.

SECTION 7

SUGGESTIONS FOR A ONE WEEK (OR MORE) PRACTICUM ON HUMAN RELATIONS AND HUMAN RIGHTS

Obectives:

To provide learning experiences through which prospective teacher participants will get information about the exercise and denial of human rights in American life, and on understanding of why and how classroom teachers must be prepared to deal with this subject in the public schools.

Preliminary activities:

1. Each participant should be required to answer a short specific questionnaire concerning his belief in the provisions of the Bill of Rights and other human rights identified in the Phi Delta Kappa statement. The same questionnaire to be re-administered on the last day. The objective is to discover and evaluate changes in attitudes, values and commitments.

2. Orientation regarding the general objectives, content area, and daily program

3. Presentation of optional independent learning experiences from among which each participant shall choose one to work on individually or with one or two others. Most of the options are concerned with investigation of denial of identifiable rights to a person or a group of people. Choice should be made in the light of the participant's occupational responsibilities, needs, interests, and developmental levels and skills.

Field Work Options (choose one):

1. Determine the amount of money provided for one person's daily food by the local social welfare agency and eat accordingly for the duration of the workshop or course. Document personal ex-

periences, feelings, values, thoughts, commitments that result.

2. Find a family in the most deprived accessible area. Get all possible relevant facts of past and present life, education, employment, social experiences, feelings, values, hopes.

3. Attend one or more hearings or trials in local magistrate and civil rights courts. Observe and document attitudes and treatment, exercise and denial of rights of various participants. Evaluate any decisions reached and verdicts rendered in terms of human-civil rights.

4. Sit in the local unemployment or state employment office. Interview and document attitudes and behaviors towards applicants for jobs who are on various social levels and of various minority groups.

5. Study the previous high school attended or the present college to discover practices of discrimination and attitudes towards females, Blacks, other minority racial, religious, or ethnic groups.

6. Study an available public school or the present college to discover instances of denial or exercise of human-civil rights of students and teachers.

7. Visit as many of the following as possible: the personnel director of the local school system, a college, a local business or industry, the owners of several small businesses to find attitudes and practices that show denial of equality of opportunity in employment and promotion to women or minority groups.

8. Plan and put on a demonstration or protest meeting.

9. Interview as many 18 year-olds as possible to get their attitudes and intentions and possibly assist them in exercising their franchise.

10. Make a survey of what students say they have experienced regarding the denial of their rights.

<u>For participants who for some reason cannot engage in field work:</u>

1. Review an American history textbook and document evidences of failure to include information about minority groups, and evidences of racial and/or religious bias. Supply missing facts or sources from which they can be obtained.

2. Make a collection of songs, poems, stories relevant to the exercise or denial of human-civil rights.

3. Make an annotated card catalogue of books and periodical articles on subjects related to human-civil rights in education, in the community, or in the nation.

<u>Procedures:</u>

Mornings to be devoted to independent learning experiences.

Afternoons--assemble for seminar:

imput on some phase of human-civil rights and relations such as the nature and genesis of prejudice; common stereotypes; how people act out their prejudices; discrimination in education, employment, housing, civil rights and the role of legislation; class and caste and social mobility in American society, value systems and the role of values in decision making

progress reports on independent learning experiences, problems, questions, sharing in conversation circles

role playing

panels: high school or college students--mixed or minority or dominant groups; adults from community--mixed or minority or dominant groups

films: Encounter, The Victims, Black White Up Tight, High School

Note: one or more evening meeting could be used for viewing and discussion of the films.

Additional Requirements:

During the course of the week, every participant should write about an incident that occurred in which conflict arose because someone wanted to change the way something was done to make it more democratic. Tell where it happened, who started it, who else was there, what problems came up, how they were handled, how else they could have been handled.

Analyze your story as follows:
Did the problems involve
dissent?
equality?
decision-making?
due process?

SECTION 8

SUGGESTED CONFERENCE FORMATS

Format Suggestion for Two Day Conference

Each day to have:

I. A general session to hear:
   1. Input speaker--limited to 30 minutes dealing with an informational need such as:
      a. the nature and genesis of prejudice
      b. the class and caste structure of American society
      c. values as determinants in rights-related behavior
   2. Reaction panel--these should be varied for each session and include racially and socially mixed students, adults, teachers, professionals

II. Discussion groups--each to number not less than ten nor more than fifteen participants. Each to have a competent leader and a qualified resource person or consultant. A suggested procedure includes:
   1. Description of a personal experience related to the input speech
   2. Raising of questions by the consultant
   3. Discussion of human-civil rights involved; of the values motivating the behavior; of value conflictw; of ways of resolving the conflicts
   4. Identification by each participant of something he can do to advance commitment to and implementation of human-civil rights in his own personal and professional life.

Format for a One Day Institute

Morning:

I. Opening general session
Keynote address: "The necessity for including human rights in pre- and in-service teacher education."

II. Discussion questions from the floor

III. Second general session
Film
Discussion
Lunch

Afternoon:

Discussion groups provided with competent leaders and qualified consultants.

I. Subject: What to include, where, how to get the job done

II. Necessity for pre-conference training for leaders
1. group dynamics
2. roles people play in discussion
3. questions to use to carry discussion into depth
4. strategy for moving toward commitment or change in behavior

III. Approaches:
1. Experience participants or students have or are having
2. Attitudes--How does participant feel about
a. pupils different in race, religion, ethnic origins, social class
b. pupils demands for their rights
c. social issues rooted in value conflicts
d. rights
3. Values--To what do participants give priority regarding

a. personal appearance
b. behavior
c. origins
d. abilities
e. social class differences
f. conflicts connected with rights-behavior

IV. Let's get the facts: participants offer commonly made statements regarding who has or does not have specific human-civil rights.

FIGURE I

ORGANIZATION

for

IN-HOUSE INVOLVEMENT IN TEACHER EDUCATION PROGRAM IMPROVEMENT

IN HUMAN RIGHTS

Social Foundations of Education Committee

TTT

Cooperating Teacher Committee

Teacher Corps

Psych. Foundation of Educ. Committee

Laboratory Experiences Committee

Curr. and Methodology Committee

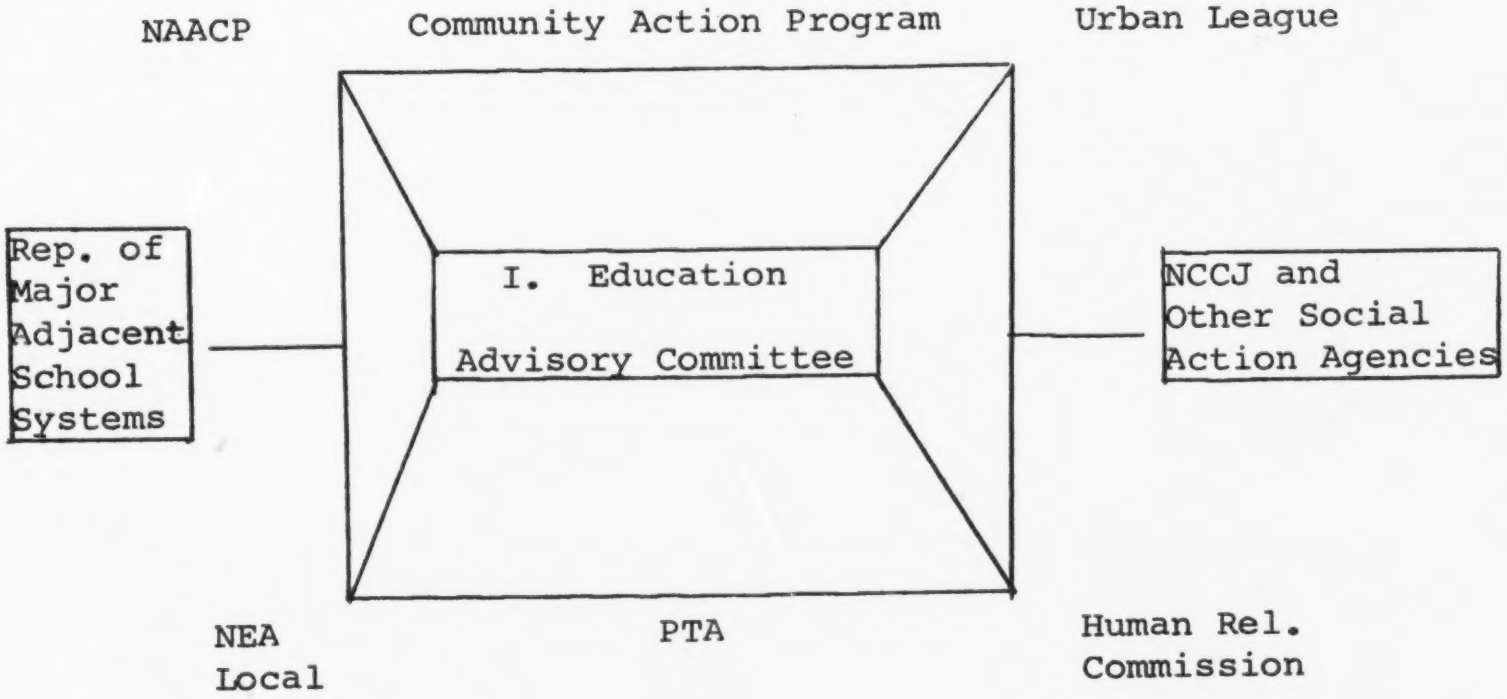
Social Science Disciplines Committee

FIGURE 2

ORGANIZATION MODEL

for

INVOLVING COMMUNITY GROUPS IN THE TEACHER EDUCATION PROGRAM



Representatives of each social action and other agency may serve on the Teacher Education Advisory Committee with three representatives from the Institution's teacher education program. The purpose of this committee is to provide opportunity for meaningful dialogue with emphasis on imput from these organizations regarding considerations which in their judgment would be contributive to improving the quality of teacher education programs.

PART IV

BIBLIOGRAPHY

Books

Pamphlets, Articles, Mimeographed Materials, Etc.

Newsletters

Films, Filmstrips, Recordings, and Tapes

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